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ABSTRACT

The annotated bibliography provides abstracts of 18 research reports, bibliographies, and guides and of one journal article, all published since 1966, dealing with curricula and studies of research, development, diffusion, and evaluation of vocational education projects. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CIJE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, eight projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED106518

Bibliography Series No. 25

CURRICULUM, DEMONSTRATION, AND INSTALLATION STUDIES: INFORMATION SOURCES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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PREFACE

The project staff of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) at The Center for Vocational Education has prepared and made available five bibliographies to assist others in applying for support of research projects in vocational education for Fiscal Year 1975. Each bibliography provides access to sources of information about one of five priority areas announced by the U.S. Office of Education pursuant to authority contained in Section 131(a) of Part C of the Vocational Education Act of 1963, as amended. It is hoped that these bibliographies will be genuinely helpful. Titles in this group are:

State Administration of Vocational Education: Information Sources
Local Administration of Vocational Education: Information Sources
Guidance, Counseling, Placement, and Follow-Through Systems: Information Sources
Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources
Curriculum, Demonstration, and Installation Studies: Information Sources

CONTENTS

Introduction 1

Sources of Information 2

Report Literature 2

Journal Article 14

Projects in Progress 15

Ordering of Documents 18

INTRODUCTION

Curriculum, demonstration, and installation studies have been designated as a priority for research projects to be sponsored by the U.S. Office of Education during Fiscal Year 1974. When undertaking a research project it is important to take into consideration previous work and current activity in the same area so as to avoid duplication and build upon prior knowledge. Reports on completed work has been announced in Research in Education (RIE) or Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) or described in journal articles announced in Current Index to Journals in Education (CIJE).

The report literature and journal articles cited in this publication were found in a computer-assisted search of RIE, AIM/ARM, and CIJE. These citations were selected from among a larger number uncovered in the initial search. The selected items were deemed relevant to the topical area and representative of previous work. As with most bibliographies, the inclusions are a product of the search strategies, the time available, and the judgement of the compilers. Therefore, users of the bibliography should seek information from other sources as well. The items are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation.

The projects in progress cited were selected from among those listed in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, June, 1974). Additional information about these projects may be found in the above cited publication or from the project director listed.

Report Literature

ED015535 RA000946
DISSEMINATION AND TRANSLATION ROLES IN EDUCATION AND OTHER FIELDS, A COMPARATIVE ANALYSIS.
HAVELOCK, RONALD G.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Pub Date OCT67 Note-66P.
EDRS PRICE MF-$0.65 HC-$3.29
Descriptors-*Change Agents/ Communication Problems/ Consultants/ *Diffusion/ Educational Change/ *Educational Practice/ Government (Administrative Body)/ Information Systems/ Institutional Environment/ Leadership/ Recruitment/ *Research/ Research and Development Centers/ Research Problems/ *Research Utilization/ Universities
Identifiers-PORTLAND
LINKING ROLES IN THE DISSEMINATION AND UTILIZATION OF KNOWLEDGE ARE INVESTIGATED. THE VARIOUS TYPES OF AGENTS LINKING RESEARCH AND PRACTICE INCLUDE--(1) THE CONVEYOR, (2) THE CONSULTANT, (3) THE LEADER, (4) KNOWLEDGE BUILDERS, (5) THE DEFENDER, (6) THE INNOVATOR, (7) PRACTITIONERS, AND (8) THE USER. THREE ISSUES CONCERNING THE INSTITUTIONAL CONTEXT OF THE LINKING ROLE ARE EXAMINED--(1) INSTITUTIONAL BARRIERS WHICH AFFECT KNOWLEDGE DISSEMINATION AND UTILIZATION, (2) INSTITUTION TYPES WHICH MOST EFFECTIVELY SUPPORT AND CONTROL LINKING ROLES, AND (3) INSTITUTION TYPES WHICH SERVE AS LINKERS. ENDEMIC PROBLEMS IN LINKING ROLES ARE SUMMARIZED IN TERMS OF OVERLOAD AND MARGINALITY. PLANNING AND ADMINISTRATION REQUIRE FOUR ACTIONS TO BUILD A FUNCTIONING SYSTEM OF KNOWLEDGE LINKERS--(1) BUILD AN INSTITUTION WHICH INCLUDES AND SUPPORTS THE REQUIRED ROLES, (2) RECRUIT CANDIDATES TO SERVE IN THESE ROLES, (3) TRAIN THESE RECRUITS TO FILL THE ROLES, AND (4) SUPPLY THEM WITH THE EQUIPMENT NECESSARY TO HELP THEM DO A GOOD JOB. THIS PAPER WAS PRESENTED AT THE UCEA CAREER DEVELOPMENT SEMINAR, CO-SPONSORED BY THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION AND THE UNIVERSITY OF OREGON (17TH, PORTLAND, OREGON, OCTOBER 22-25, 1967). (HW)

ED023025 AC002714
SELECTED AND ANNOTATED BIBLIOGRAPHY ON THE PROCESSES OF CHANGE.
Kurland, Norman D., Comp.; Miller, Richard I., Comp.
Pub Date 66 Note-47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Adoption (Ideas)/ *Annotated Bibliographies/ Anthropology/ Business/ Decision Making/ Developing Nations/ *Diffusion/ *Educational Change/ Industry/ *Innovation/ Medical Treatment/ Political Science/ Psychology/ *Research/ Rural Areas/ Social Change/ Sociology

Over 170 books, booklets, articles, bibliographies, periodicals, and unpublished items on anthropology, sociology, education, industry, and technology, medicine, political science, and psychology are listed in this annotated bibliography on the processes of change. These documents, which treat such subjects as educational change, social and cultural change, diffusion and adoption, group dynamics, power structure, administration, and manpower development in developing nations, stress the dissemination and implementation of new practices rather than the practices themselves. (ly)

ED026319 24 SP002168

APPENDIX N. IMPLEMENTATION OF THE RUPS SYSTEM IN A TOTAL SCHOOL DISTRICT.

Jung, Charles; And Others

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-8-9022

Contract-OEC-0-8-089022(010)

Pub Date Oct 68 Note-42p.; Appendix N in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. III, p64-106.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Action Research/ *Curriculum Development/ Data Collection/ Feedback/ Force Field Analysis/ Group Dynamics/ Group Membership/ *Inservice Teacher Education/ *Models/ Planning/ Practicums/ Problem Solving/ *Research Utilization/ School Districts/ *Systems Analysis

Identifiers-*ComField Model Teacher Education Program

The implementation in a school district of the Research Utilization and Problem Solving (RUPS) System is demonstrated. RUPS is an instructional system for an inservice program designed to provide the needed competencies for an entire staff to engage in systems analysis and systems synthesis procedures prior to assessing educational needs and developing curriculum to meet the needs identified. Thirteen instructional problems (or instructional subsets) necessitating research utilization and problem solving skills are delineated: identifying a problem, using research about the classroom, diagnosis using force field technique, diagnosing teamwork relationship, data gathering skills, selecting tools for data collection, spotting the major results in data, anchored trainer ratings, the concept of feedback, deriving implications and action alternatives, planning for action, small group dynamics, planning for action practicum. Instructional/learning objectives and product performance specifications are provided for each instructional subset. Where appropriate, instructional strategy steps and materials are also specified. This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154. (SG)

ED030056 AC004727
SUPPLEMENT TO BIBLIOGRAPHY ON THE DIFFUSION OF INNOVATIONS. DIFFUSION OF INNOVATIONS RESEARCH REPORT, 6A.
Rogers, Everett M.
Michigan State Univ., East Lansing. Dept. of Communication.
Pub Date Sep 68 Note-41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Agricultural Education/ Anthropology/ *Bibliographies/ Communication (Thought Transfer)/ *Diffusion/ Economics/ Engineering/ Extension Education/ *Innovation/ Journalism/ Marketing/ Psychology/ Public Education/ *Research/ Sociology
Supplementing an earlier work, this bibliography lists all new publications on diffusion of innovations (75 new nonempirical and 184 coded empirical studies) added to the Diffusion Documents Center, Michigan State University, from July 1967 to September 1968. Psychology, anthropology, agricultural economics, general economics, communication, extension education, public education, journalism, market research, industrial engineering, medical sociology, and rural sociology are among the research traditions represented in these entries. Also included are statistics, arranged by discipline, covering empirical diffusion research publications in both the present and the earlier bibliography. (ly)

ED030764 08 VT008968
THE IDENTIFICATION OF OPINION LEADERS AMONG TEACHERS OF VOCATIONAL AGRICULTURE. FINAL REPORT. RESEARCH 40.
Hensel, James W.; Johnson, Cecil H.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-7-0158
Grant-OEG-3-7-000158-2037
Pub Date Jun 69 Note-78p.
Available from-Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Adoption (Ideas)/ Adult Leaders/ Agricultural Education/ Bibliographies/ *Change Agents/ *Communication (Thought Transfer)/ Educational Innovation/ Group Structure/ *Information Dissemination/ Leadership Qualities/ Opinions/ Peer Relationship/ Sociometric Techniques/ State Surveys/ *Teacher Characteristics/ *Vocational Agriculture Teachers
Identifiers-*South Carolina
To examine the opinion leadership phenomenon as an element of a change strategy for agricultural education, a means of identifying personal and social characteristics of teachers identified as opinion leaders was developed. Chi square, t test, and Spearman's rank-order correlation were used to analyze data obtained by group interviews from 272 of the 279 vocational agriculture teachers in South Carolina. Individuals nominated four or more times by their peers as sources of advice and information were identified in 11 areas of the vocational agriculture program and were considered to be opinion leaders. Twenty-one of the 51 opinion leaders identified were influential in more than one area of the vocational agriculture program; 72 percent

of the opinion leaders selected other opinion leaders as their source of advice and information; 35 percent of vocational agriculture teachers selected other teachers as the source from which they got advice and information. The personal and social characteristics of opinion leaders found to be significant indicated that they tended to be older, had taught longer, had attained a higher educational level, had a higher salary and held a greater number of educational offices than their fellow teachers. ED 023 858 is a related document. (D-)

ED041108 08 VT010395

THE CHANGE PROCESS IN EDUCATION: A SELECTED AND ANNOTATED BIBLIOGRAPHY. FINAL REPORT.

Skelton, Gail J.; Hensel, J. W.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.-Bibl-Ser-5 Bureau No.-BR-7-0158

Grant-OEG-3-7-000158-2037

Pub Date 70 Note-97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Abstracts/ *Annotated Bibliographies/ *Changing Attitudes/ *Communication (Thought Transfer)/ *Decision Making/ *Educational Change/ Educational Research

This document was developed as a working paper by a research staff concerned with the change process in vocational and technical education. Works selected for inclusion treat: (1) the change process in education rather than in other fields, (2) the relationship between various types of communication processes, patterns, structures and high or low change orientation and/or adoption behavior in an educational organization, (3) decision-making process in an educational organization, and (4) communication behavior patterns of opinion leaders and isolates. Abstracts are arranged under the following headings: (1) Empirical Works on the Change Process, (2) Theoretical or Non-Empirical Works on the Change Process, (3) Collections of Readings on the Change Process, (4) Bibliographies on the Change Process, and (5) Works from Dissertation Abstracts. Titles which are available through the Educational Resources Information Center (ERIC) list an ERIC document number, the issue of Research in Education (RIE) containing the ERIC resume, and microfiche and hard copy prices following the bibliographic citation. The 135 cited documents are arranged alphabetically in a bibliographic index. (DM)

ED042546 24 RC004604

SUMMARY - NATIONAL DISSEMINATION AND THE FIVE TARGET STATES, PART 3, FINAL REPORT FOR PHASE II--DISSEMINATION, RURAL SHARED SERVICES.

Northern Montana Coll., Havre.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-8-0583

Contract-OEC-0-8-080583-4532(010)

Pub Date Apr 70 Note-17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Case Studies/ Curriculum/ *Demonstration Programs/ Educational Innovation/ *Information Dissemination/ Projects/ Publicize/ *Rural Education/ *Shared Services

The dissemination phase (Phase II) of the Rural Shared Services Project is reported in this document. Efforts of the dissemination phase were concentrated in 5 target states: Vermont, Georgia, Wyoming, Montana, and New Mexico; national dissemination was limited to attendance at national conferences, the U. S. Office of Education PREP materials for state departments of education, and articles in national and regional magazines. Four stages of work included (1) contacting Federal leaders to communicate Phase I findings; (2) visiting leaders in rural education, particularly in target states, to determine commitment to the project; (3) planning and conducting presentations on data obtained from Phase I; and (4) assessing strategies and writing up case-study summaries. In the document, anticipated outcomes of Phase II are listed, and case studies are given for each target state. Related documents are ED 028 882 through ED 028 885. (AW)

ED044502 VT011796

WORKING WITH OPINION LEADERS TO ACCELERATE CHANGE IN VOCATIONAL-TECHNICAL EDUCATION, AN APPLICATION OF RESEARCH.

Bice, Gary R.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-Info-Ser-26

Pub Date Nov 70 Note-27p.

Available from-The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Bibliographies/ *Change Agents/ *Educational Change/ Educational Innovation/ *Guidelines/ Leader Participation/ *Literature Reviews/ *Vocational Education

Recognizing that the real problem with innovation is the need to shorten the time required for its acceptance and application, this project identifies strategies beneficial to the change agent. Assuming he understands the process of change and the role of opinion leaders, the change agent can direct his attention to the guidelines presented for: (1) identifying opinion leaders, (2) identifying school systems in which opinion leaders work, (3) influencing opinion leaders, (4) assisting opinion leaders in dissemination, and (5) achieving mass adoption. These guidelines, developed from a review and analysis of selected literature, offer a synthesis of current thought. (JS)

ED056172 VT013920

OPINION LEADERSHIP AND COMMUNICATION LINKAGES AMONG AGRICULTURAL EDUCATORS. FINAL REPORT.

Blanton, Lloyd H.; And Others

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No.-Res-Dev-Ser-52
Grant-OEG-3-7-000158-2037
Pub Date Sep 71 Note-79p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Change Agents/ *Communication (Thought Transfer)/ Individual Characteristics/ Informal Leadership/ *Information Networks / *Leadership/ Leadership Qualities/ *Opinions/ Sociometric Techniques / Supervisors/ Teacher Educators/ Vocational Agriculture/ *Vocational Agriculture Teachers
Identifiers-*Key Informats
This study of opinion leadership among vocational agriculture teachers in South Carolina solicited nominations of teachers as sources of information and advice from participating teachers at two different points in time, spring 1968 and spring 1970. This time-lapsed design allowed an estimate of opinion leadership stability since the sample of teachers remained the same except for natural shifts due to teacher replacement and program changes. In addition, this study attempted to replicate the key-informant versus sociometric techniques comparison for identifying opinion leaders. Data were collected on reasons for the opinion leadership selection and the communications linkages for face-to-face relationships among teachers, supervisors, and teacher educators. Major conclusions of the study included: (1) Teachers of vocational agriculture named as opinion leaders were older, had more earned college credit, and had attended a greater number of workshops than their peers, and (2) Teachers nominated as opinion leaders in more than one instructional area were stable for the 2-year period, while the opposite was true for teachers nominated in only one area. (Author/JS)

ED057179 VT012875
INDUSTRIAL ARTS CURRICULUM IMPROVEMENTS: A CHANGE AGENT'S GUIDE.
Mason, Emmett E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-Inf-Ser-35
Pub Date May 71 Note-31p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.30)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Adoption (Ideas)/ *Change Agents/ Changing Attitudes/ *Curriculum Development/ Curriculum Research/ *Educational Change/ Educational Development/ Educational Improvement/ *Educational Innovation/ *Industrial Arts/ Industrial Arts Teachers/ Industrial Education/ Program Development/ Program Improvement
In reviewing innovative industrial arts curriculums and suitable methods for their adoption, this report presents the major objectives of 20 innovative programs in four categories: (1) integrative programs, (2) interpretation of industry programs, (3) occupational family programs, and (4) technology-oriented programs. Materials were gathered by computer and manual searches of Educational Resources Information Center (ERIC) publications and "International Dissertation

Abstracts." After an analysis of the literature and a survey of curriculum alternatives, the report examines methods of achieving adoption of curriculum improvements, using consultants, supervisors, opinion leaders, and principals. An extensive bibliography, including reference materials determined by a computer search, is included. This report should be beneficial to change agents interested in implementing innovative industrial arts programs. (GEB)

ED061417 08 VT014691
INTERPRETATION OF TARGET AUDIENCE NEEDS IN THE DESIGN OF INFORMATION DISSEMINATION SYSTEMS FOR VOCATIONAL-TECHNICAL EDUCATION. FINAL REPORT.
Hagisos, Joel H.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No.-RD-Ser-65 Bureau No.-BR-7-0158
Grant-OEG-3-7-000158-2037
Pub Date 71 Note-65p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Administrative Personnel/ Counselors/ Educational Researchers/ *Information Dissemination/ *Information Needs/ Information Seeking/ Information Sources/ *Information Systems/ Information Utilization/ *Research Coordinating Units/ State Programs/ Teacher Educators/ *Use Studies/ Vocational Education Teachers
Designed to obtain information useful in developing state information dissemination systems, this study sought to determine the information gathering practices and needs of vocational educators and administrators. Insight into these practices and needs was accomplished through a questionnaire survey completed by 3,229 vocational-technical educators in seven states, covering items such as: (1) institutions used as sources of information in the past 12 months, (2) usefulness of sources of information, (3) usefulness of information products, (4) most important characteristics of information, (5) time spent each month gathering information to solve problems, (6) familiarity with ERIC, and (7) ERIC materials used. One of the several conclusions and recommendations is that vocational-technical educators at the local level--teachers, counselors, local directors, administrators--are in need of better access to information products and services, especially preceding the beginning of school terms. Means for improving access are recommended. Also, the single hypothesis that vocational-technical educators who were themselves enrolled in courses would show distinctly different patterns of information gathering behavior was rejected. (JS)

ED061428 08 VT014804
INSTALLING A COORDINATED INFORMATION NETWORK IN A STATE EDUCATION AGENCY: A CASE STUDY OF THE DECISION PROCESS IN NEW YORK. FINAL REPORT.
Hull, William L.; Benson, Gregory, Jr.
New York State Education Dept., Albany. Bureau of Occupational Education Research.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No.-RD-Ser-67 Bureau No.-BR-7-0158
Grant-OEG-3-7-000158-2037
Pub Date Feb 72 Note-103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors-*Case Studies/ Decision Making/ *Educational Innovation/ Information Dissemination/ *Information Networks/ *Information Services/ Models/ State Agencies/ *State Departments of Education
Identifiers-Educational Resources Information Center/ ERIC/ *New York

This research report describes events and decision processes which encourage or inhibit the installation of an innovation in an educational agency--specifically, the installation of a coordinated information network in the New York State Education Department. To document the installation, personnel involved in the consideration of the innovation were interviewed, and a chronological narrative of events was constructed. In addition a questionnaire was developed and mailed to 31 cooperating institutions which had Educational Resources Information Center (ERIC) microfiche collections. Concepts from the change process were used to analyze the data. The Havelock linker model served as a frame of reference for discussing the roles of the information center in the state education department and cooperating institutions. Despite four drafts of the proposal to the Commissioner of Education, a coordinated information network was not fully implemented during the 31 months of this study, which illustrates the difficulty of installing a complex innovation in a bureaucratic organization. However, the decision to implement the network has been made. Several principles of innovation installation were supported by evidence in the study. (Author/SB)

ED062512 VT014704
REVIEW AND SYNTHESIS OF STRATEGIES FOR EFFECTING CHANGE IN VOCATIONAL AND TECHNICAL EDUCATION.
Wall, James E.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-Inf-Ser-59
Pub Date 72 Note-64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Bibliographies/ Change Agents/ Curriculum Evaluation/ *Educational Change/ *Educational Innovation/ Educational Planning/ Educational Principles/ *Educational Strategies/ Organizational Change / *Research Reviews (Publications)/ Technical Education/ *Vocational Education

Written as a synthesis of strategies for effecting change, this document is directed toward state and local educational administrators, supervisory personnel, researchers, development personnel, teachers, and teacher educators. In reviewing the literature it was evident that during the past few years there has been a growing emphasis on local initiative in development activities and planning. Local development will require support from Federal, state, and private sources, and improved coordination of change activities among and between all levels of the education structure—from Federal to classroom level. The primary focus must

always be on developing local vocational-technical programs which are continuously innovative and self-renewing, with change efforts devoted to improving what the teacher does and how he does it. The literature is reviewed by (1) rationale for planned change, (2) the change process, and (3) alternate strategies for implementation. (JS)

ED066837 24 EA004582
THE OREGON STUDIES IN EDUCATIONAL RESEARCH, DEVELOPMENT, DIFFUSION, AND EVALUATION. VOLUME I: SUMMARY REPORT.
Schalock, H. Del; And Others
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-BR-0-0701
Grant-OEG-0-70-4977
Pub Date Mar 72 Note-441p.; Final Report
Available from-Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, $60, Postpaid; Volume I, $10)
EDRS Price MF-$0.65 HC-$16.45
Descriptors-Case Studies/ Conceptual Schemes/ Data Bases/ Data Collection/ *Diffusion/ *Educational Development/ *Educational Research/ *Evaluation/ Literature Reviews/ Manpower Development/ Manpower Needs/ Measurement Goals/ Objectives/ Problem Solving/ Research and Development Centers/ Research Utilization/ Staff Role/ *Summative Evaluation
This volume serves as an introduction to and a summary report of the project and provides a description of the context, the rationale, and the objectives of the Studies. The first five chapters describe the purposes to be served by the study, the preparations necessary to serve those purposes, the directions taken and the decisions made to accomplish the work, the variables selected as sources for data collection, and the primary vehicle used to present these data. Three of the next seven chapters serve as outline maps descriptive of the personnel, the outputs, and the work requirements found in educational RDD&E. The remaining four data chapters represent detailed maps, three of which describe the data in terms of the outputs selected as the focus of data collection, and one of which deals with special analyses of the data in response to a limited set of specific questions. The final four chapters of the volume discuss the implications of the Oregon Studies data for (1) conceptual and methodological development, (2) training personnel, (3) developing training models, and (4) further exploration and study. Related Documents are EA 004 583-589. (Pages 394 and 396 may reproduce poorly.) (Author/JH)

ED066842 24 EA004587
THE OREGON STUDIES IN EDUCATIONAL RESEARCH, DEVELOPMENT, DIFFUSION, AND EVALUATION. VOLUME IV: PROFILES OF EXEMPLARY PROJECTS IN EDUCATIONAL RDD&E (PART TWO OF THREE PARTS - DEVELOPMENT). FINAL REPORT.
Ammerman, Harry L., Ed.; And Others
Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-BR-0-0701
Grant-OEG-0-70-4977
Pub Date Mar 72 Note-464p.
Available from-Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, $60 Postpaid; Vol. 4, $21; Each Part Vol. 4, $8)
EDRS Price MF-$0.65 HC-$16.45
Descriptors-Behavioral Objectives/ *Case Studies/ Computer Science/ Course Objectives/ *Curriculum Development/ *Educational Development/ Educational Research/ Instructional Media/ Instructional Technology/ Leadership Training/ *Measurement Goals/ Objectives/ *Program Evaluation/ Teacher Education/ Vocational Development

This volume contains 20 case study profiles of educational RDD&E projects and, as such, constitutes the data base for the Oregon Studies. This part (Part 2) of Volume IV contains profiles of seven development projects along with information that describes the development of the profiles, explains how to read the profiles, and includes a glossary of common profile terms. Each profile contains three sets of data: (1) descriptors of general project characteristics, (2) descriptors of personnel working within the projects, and (3) descriptors of the work requirements within a project. The central data reported in a profile deal with project work requirements. In this regard, each profile describes the output of work effort; the standards established for those outputs; the operations required to produce outputs to specified standards; and the knowledges, skills, and sensitivities needed to carry out those operations. Related documents are EA 004 582-586 and EA 004 588-589. (Chart on page 666 may reproduce poorly.) (Author/JH)

ED066843 24 EA004588
THE OREGON STUDIES IN EDUCATIONAL RESEARCH, DEVELOPMENT, DIFFUSION, AND EVALUATION. VOLUME IV: PROFILES OF EXEMPLARY PROJECTS IN EDUCATIONAL RDD&E (PART THREE OF THREE PARTS - DIFFUSION). FINAL REPORT.
Ammerman, Harry L., Ed.; And Others
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-BR-0-0701
Grant-OEG-0-70-4977
Pub Date May 72 Note-438p.
Available from-Oregon Studies in Educational RDD&E, Teaching Research, Monmouth, Oregon 97361 (Complete Set, $60 Postpaid; Vol. 4, $21; Each Part Vol. 4, $8)
EDRS Price MF-$0.65 HC-$16.45
Descriptors-*Case Studies/ Community Involvement/ *Diffusion/ Disadvantaged Youth/ Educational Development/ Educational Innovation/ *Educational Research/ Educational Television/ Information Centers/ Information Dissemination/ Information Retrieval/ Measurement Goals/ Objectives/ *Program Evaluation/ Reading Programs/ *Research Utilization/ School Visitation

This volume contains 20 case study profiles of educational RDD&E projects and, as such, constitutes the data base for the Oregon Studies. This part (Part 3) OF Volume IV contains profiles of five diffusion projects along with information that describes the development of the profiles, explains how to read the profiles, and includes a glossary of common profile terms. Each profile contains three sets of data: (1) descriptors of general project characteristics (2) descriptors of personnel working within the projects, and (3) descriptors of the work requirements within a project. The central data reported in a profile deal with project work requirements. In this regard, each profile describes the output of work effort; the standards established for those outputs; the operations required to produce outputs to specified standards; and the knowledges, skills, and sensitivities needed to carry out those operations. Related documents are EA 004 582-587 and EA 004 589. (Author/JH)

ED078211 08 VT019288

MEASUREMENT OF THE CHANGE ORIENTATION OF VOCATIONAL TEACHERS. FINAL REPORT.

Russell, Earl B.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.-OSU-R&D-Ser-77 Bureau No.-BR-7-0158

Grant-OEG-3-7-000158-2037

Pub Date Dec 72 Note-157p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Adoption (Ideas)/ Adult Education/ Behavioral Objectives/ *Changing Attitudes/ Cooperative Education/ Core Curriculum/ Diffusion/ Disadvantaged Youth, Educational Innovation/ Individualized Instruction/ *Measurement Instruments/ Reliability/ *Teacher Attitudes/ Teacher Behavior/ Team Teaching/ Validity/ *Vocational Education Teachers

To determine whether change orientation was a measurable characteristic of vocational teachers, an instrument was developed consisting of eight attitude subscales designed to measure change orientations relating to: (1) reducing the number of under-prepared people entering the labor market, (2) meeting the needs of disadvantaged students, (3) preparing for employment at an earlier age, (4) cooperative education, (5) individualized instruction and behavioral objectives, (6) adult education, (7) team teaching and differentiated staffing, and (8) core vocational curriculum. The instrument plus a biographical data sheet and versions of scales measuring internal-external control and dogmatic, conservative, and cosmopolitan points of view were sent to two groups of 125 teachers each, in 38 states, representing "early adopters" and "laggards". Analysis of data from 78 percent of the "early adopters" and 69 percent of the "laggards" revealed that change orientation is a measurable characteristic of vocational teachers. The instrument holds promise for further research efforts to determine the utility of the change orientation concept. (Author/SB)

ED075573 VT018695

OPINION LEADERS IN THE ORGANIZATIONAL STRUCTURE OF TWO STATE DIVISIONS OF VOCATIONAL AND TECHNICAL EDUCATION. FINAL REPORT.

Hull, William L.; And Others

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Bureau No.-BR-7-0158

Grant-OEG-3-7-000158-2037

Pub Date Mar 73 Note-71p.; Research and Development Series No. 82

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Administrative Personnel/ Information Dissemination/ *Information Sources/ *Leadership/ *Opinions/ *State Agencies/ *Vocational Directors/ Vocational Education

In this study, which focused on the influence of leaders in bureaucratic structures on the opinions of staff members, 45 staff members in each of two state divisions of vocational and technical education responded to a questionnaire soliciting nominations to determine opinion leaders. In addition, personal interviews were conducted with selected members of the staffs. Sociometric analysis was used to compute scores for opinion leadership and to determine the shape of the communications cluster associated with selected information requests. The most important finding was the highly significant relationship between the opinion leadership and the formal authority structure in each division. With one exception, all opinion leaders were either state directors, associate directors, or head state supervisors. Opinion leaders and isolates alike tended to be oriented to change. No differences in the extensiveness of communication nets were found between opinion leaders and isolates on profession-relevant information or general vocational and technical information. Sources of profession-relevant information were no more diverse than sources of work-relevant information. This communication pattern tended to place the director and his close associates in a gatekeeping role for activities pursued by supervisory staff. (Author/SB)

ED087900 CE000991

IDENTIFICATION OF EMPIRICAL DIMENSIONS OF THE DIFFUSION PROCESS: INTERIM REPORT.

Kester, Ralph J.; Hull, William L.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-RD-92

Pub Date Oct 73 Note-112p.; For related document, see ED 079 468

Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.75 HC-$5.40

Descriptors-Administrative Problems/ *Diffusion/ *Educational Innovation/ Educational Research/ Failure Factors/ *Identification/ *Information Dissemination/ Problem Solving/ Psychological Characteristics/ Questionnaires/ Research Projects/ *Success Factors

Identifiers-Empirical Research

The objective of the research study was to determine if dimensions of the innovation diffusion process could be identified empirically. Questionnaires were administered to a sample of 300 educational practitioners in various roles in Kansas and Ohio. The data resulting from the 82 percent response are divided into two categories. One category studied was the innovation characteristics domain with a six-factor solution (student concern orientation, additional resource requirements, organized resistance potential, consumer report rating, credibility, and operational implementation concern) which accounted for 63 percent of the variance. The second category studied was the client characteristics domain. Its four-factor solution (the dynamic professional bureaucrat, the adapter-creater, the impoverished practitioner, and the economic bureaucrat) accounted for 48 percent of the variance. The study, as it has progressed thus far, suggests that individuals concerned with introducing and/or implementing innovations should be prepared to deal with the reactions of clients to various perceived characteristics of that innovation. The study further suggests that persons dealing with change in educational settings should consider the individual's patterns of behavior when he is attempting to understand and/or gain the adoption of innovations. (Future program activities are described.) (AG)

Journal Article

EJ083660 VT505135
IMPLICATIONS FOR RESEARCH IN CAREER EDUCATION -RELATED CURRICULUM DEVELOPMENT FOR INDUSTRIAL ARTS
Miller, David H. Man/Society/Technology--A Journal of Industrial Arts Education; 32; 8; 315-316 May-Jun 73
Descriptors-*Career Education/ *Industrial Arts/ *Curriculum Development/ *Research Opportunities/ *Curriculum Research/ Research Needs/ Elementary Grades/ Secondary Grades/ Research

Projects in Progress

The project number, duration, title, investigator, and institution are cited for FY 74 projects. Objectives, procedures, and end products are described in Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968.

PROJECT NO.: V0021VZ

PROPOSED BEGINNING AND ENDING DATES: March 1, 1974 - September 30, 1975

PROJECT TITLE: A Pilot Project to Generate Critical Analyses of Problems and Processes in Operational Strategies and Components Essential to College-wide Competency Based Curricula

INVESTIGATOR AND INSTITUTION: Ruth M. Laws and Joseph L. English
Delaware Technical and Community College
Dover, Delaware 19901

PROJECT NO.: V0022VZ

PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - November 30, 1975

PROJECT TITLE: Designing Educational Learning from Task Analysis

INVESTIGATOR AND INSTITUTION: Dr. Stanley Douglas Patterson
Divison of Vocational Education
Montgomery, Alabama 36104

PROJECT NO.: V0087VZ

PROPOSED BEGINNING AND ENDING DATES: June 30, 1974 - September 1, 1975

PROJECT TITLE: Instructional System Development Model for Vermont Area Vocational Centers.

INVESTIGATOR AND INSTITUTION: John R. Faust
State Department of Education
Montpelier, Vermont 05602

PROJECT NO.: V0091VZ

PROPOSED, BEGINNING AND ENDING DATES: June 1, 1974 November 30, 1975

PROJECT TITLE: Initiation of a Master Plan for Relevant Occupational Curriculum through Vocational Education. (Project IMPROVE)

INVESTIGATOR AND INSTITUTION: William D. Woolf
Utah State University
Logan, Utah 84321

PROJECT NO.: V0100VZ

PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - November 30, 1975

PROJECT TITLE: Competency Based Curriculum Development

INVESTIGATOR AND INSTITUTION: Herbert Bruce
State Department of Education
Frankfort, Kentucky 40601

PROJECT NO.: V0155VZ

PROPOSED BEGINNING AND ENDING DATES: June 15, 1974 - December 14, 1975

PROJECT TITLE: Development of a Curriculum Delivery System for Individualizing Instruction in Vocational-Technical Education

INVESTIGATOR AND INSTITUTION: To be Selected
Florida Department of Education
Tallahassee, Fla. 32304

PROJECT NO.: V0173VZ

PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - November 30, 1975

PROJECT TITLE: Comprehensive Plan for the Improvement of Vocational Education Curricula in Pennsylvania

INVESTIGATOR AND INSTITUTION: John W. Struck
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126

PROJECT NO.: V0258VZ

PROPOSED BEGINNING AND ENDING DATES: June 1, 1974 - December 30, 1975

PROJECT TITLE: A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana

INVESTIGATOR AND INSTITUTION: Gertrude M. Enloe
Louisiana State Dept. of Education
Baton Rouge, La. 70804

ORDERING OF DOCUMENTS

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